



Buena Vista Elementary

310 S. Batesville Road
Greer, South Carolina

Grades	K-5 Elementary School	
Enrollment	849 Students	
Principal	Dr. Ann K. Mohr	864-355-2200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Average
2006	Excellent	Good
2005	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

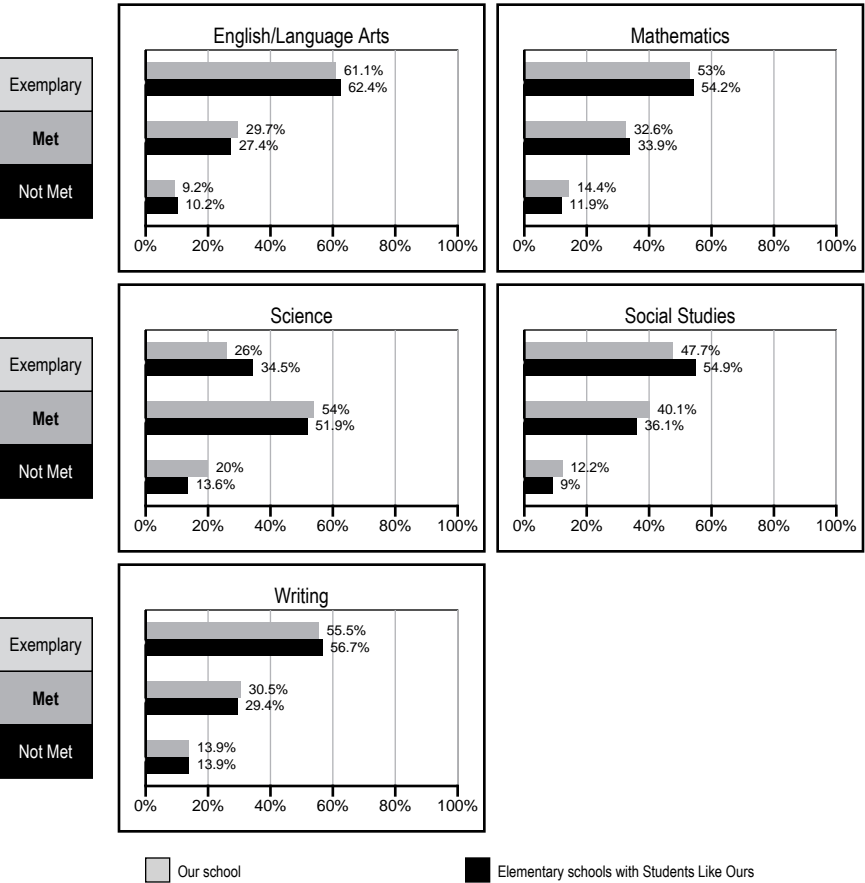
93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	0	0	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=849)				
First graders who attended full-day kindergarten	88.2%	Up from 79.1%	98.4%	100.0%
Retention rate	0.9%	Down from 1.2%	0.8%	1.9%
Attendance rate	97.3%	No Change	96.8%	96.3%
Eligible for gifted and talented	29.5%	Down from 32.3%	27.3%	10.0%
With disabilities other than speech	8.0%	Down from 8.2%	5.6%	7.7%
Older than usual for grade	0.0%	No Change	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	57.1%	Down from 62.5%	66.7%	59.4%
Continuing contract teachers	87.8%	Up from 70.8%	84.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.1%	Down from 80.8%	85.4%	85.9%
Teacher attendance rate	95.5%	Down from 96.5%	95.2%	95.1%
Average teacher salary*	\$45,253	Up 3.4%	\$50,464	\$47,149
Professional development days/teacher	11.7 days	Up from 8.7 days	10.4 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 22.2 to 1	21.1 to 1	18.8 to 1
Prime instructional time	92.8%	Down from 92.9%	91.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,320	Up 4.3%	\$6,485	\$7,458
Percent of expenditures for instruction**	68.6%	Down from 68.9%	68.6%	68.8%
Percent of expenditures for teacher salaries**	64.3%	Up from 62.4%	64.3%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The Buena Vista Elementary staff strives for continuous improvement in instructional delivery and student performance. Three main goals guide all actions: 1) Students will master grade level standards in Mathematics, English Language Arts, Science, and Social Studies; 2) A safe, orderly, and inviting learning environment will be provided for students, staff, and the community; 3) A highly qualified staff will be developed and maintained. These goals were written to address specific areas of need identified in the school and to correlate with the school district's Education Plan. Progress towards achieving the goals is monitored by the staff and the School Improvement Council.

The school was recognized as a Red Carpet School for the level of customer service that is evident in the school.

Buena Vista Elementary will continue to implement Continuous Improvement strategies for performance excellence. Staff development will focus on curriculum integration and learning focused planning, so that we may better address students' diverse learning needs. The collection and analysis of student data will allow the staff a more precise picture of areas of strength in the curriculum, areas needing more emphasis, and groups of students who may need immediate and sustained intervention.

The School Improvement Council will focus on increasing and improving the options for student extracurricular clubs. This year, the Chess Club was formed, and plans are in place to expand this club to more students next year.

Ann K. Mohr, Principal
Eric Schwalm, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	134	97
Percent satisfied with learning environment	90.9%	91.7%	86.2%
Percent satisfied with social and physical environment	97.7%	89.5%	92.6%
Percent satisfied with school-home relations	100.0%	94.0%	80.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	97.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	430	99.8	9.2	29.7	61.1	95.1	84	82.8	Yes	Yes
Gender										
Male	210	100	12.2	31.2	56.6	93.7	80.8	79.3	N/A	N/A
Female	220	99.6	6.3	28.2	65.5	96.6	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	320	100	7.1	26.6	66.2	97.4	89.5	89.5	Yes	Yes
African American	50	98	25	47.7	27.3	81.8	72.7	73.7	Yes	Yes
Asian/Pacific Islander	36	100	2.8	13.9	83.3	97.2	93	92.3	I/S	I/S
Hispanic	22	100	19	61.9	19	85.7	74.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	66	100	33.8	35.4	30.8	81.5	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	43	100	9.5	33.3	57.1	92.9	74.5	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	66	98.5	25	48.3	26.7	85	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	430	99.8	14.4	32.6	53	90.3	80.9	78.9	Yes	Yes
Gender										
Male	210	100	14.1	34.6	51.2	91.2	79.6	77	N/A	N/A
Female	220	99.6	14.6	30.6	54.9	89.3	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	320	100	11	33.1	55.8	92.2	87	87.2	Yes	Yes
African American	50	98	36.4	43.2	20.5	77.3	66.3	66.7	Yes	Yes
Asian/Pacific Islander	36	100	5.6	13.9	80.6	97.2	94.3	93	I/S	I/S
Hispanic	22	100	33.3	38.1	28.6	76.2	75.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	66	100	36.9	38.5	24.6	72.3	48.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	43	100	16.7	23.8	59.5	88.1	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	66	98.5	36.7	38.3	25	71.7	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	294	100	20	54	26	80	71.3	67.5
Gender								
Male	149	100	22.8	50.3	26.9	77.2	70.8	67
Female	145	100	17.1	57.9	25	82.9	71.8	68
Racial/Ethnic Group								
White	212	100	15.5	55.8	28.6	84.5	79.5	79.5
African American	37	100	55.9	38.2	5.9	44.1	53	50.3
Asian/Pacific Islander	29	100	3.4	58.6	37.9	96.6	86.9	84.3
Hispanic	14	100	35.7	57.1	7.1	64.3	61.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	51	100	50	36	14	50	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	31	100	21.9	53.1	25	78.1	60.4	59.6
Socio-Economic Status								
Subsided meals	47	100	44.4	51.1	4.4	55.6	57.5	55.1

Social Studies

All Students	299	100	12.2	40.3	47.6	87.8	75.7	72.3
Gender								
Male	142	100	15	38.6	46.4	85	75.1	71.5
Female	157	100	9.5	41.9	48.6	90.5	76.3	73.2
Racial/Ethnic Group								
White	228	100	8.1	41	50.9	91.9	81.7	80.7
African American	32	100	46.4	46.4	7.1	53.6	61.5	60
Asian/Pacific Islander	24	100	N/AV	N/AV	N/AV	100	88	88.5
Hispanic	14	100	30.8	53.8	15.4	69.2	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	47	100	21.3	55.3	23.4	78.7	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	28	100	20.7	31	48.3	79.3	69	67.9
Socio-Economic Status								
Subsided meals	44	100	41	56.4	2.6	59	63.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	437	99.1	13.9	30.5	55.5	86.1	72.9	70.2	97.3	96.5
Gender										
Male	215	98.6	18.4	36.2	45.4	81.6	66.4	63.2	97.1	96.4
Female	222	99.6	9.6	24.9	65.6	90.4	79.7	77.5	97.4	96.5
Racial/Ethnic Group										
White	326	99.1	10.3	31.9	57.7	89.7	80.5	79.1	97.4	96.3
African American	50	98	39.1	34.8	26.1	60.9	57.1	57.6	96.1	96.5
Asian/Pacific Islander	36	100	5.6	8.3	86.1	94.4	87.3	86.2	97.8	97.6
Hispanic	23	100	27.3	40.9	31.8	72.7	61.3	62.6	96.8	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	96.1	95.2
Disability Status										
Disabled	66	100	40	35.4	24.6	60	28.4	26.1	97.1	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	45	100	20.5	18.2	61.4	79.5	60.5	61.2	97.4	97.2
Socio-Economic Status										
Subsidized meals	68	97.1	34.9	36.5	28.6	65.1	58.8	58.9	96.1	95.8

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	128	100	7.4	26.4	66.1	92.6
	4	164	100	13	29.2	57.8	87
	5	138	99.3	6.2	33.3	60.5	93.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	128	100	14	32.2	53.7	86
	4	164	100	16.1	31.1	52.8	83.9
	5	138	99.3	12.4	34.9	52.7	87.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	63	100	28.3	53.3	18.3	71.7
	4	164	100	18	52.8	29.2	82
	5	67	100	17.2	57.8	25	82.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	65	100	14.8	36.1	49.2	85.2
	4	164	100	11.8	41	47.2	88.2
	5	70	100	10.6	42.4	47	89.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	128	100	12.4	24.8	62.8	87.6
	4	169	98.8	18.9	33.5	47.6	81.1
	5	140	98.6	9.2	32.1	58.8	90.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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